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Vol. I. PROVO, UTAH, APRIL 1, 1892. No. 15.

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# THE NORMAL.

VOL. I.

PROVO, UTAH, APRIL 1, 1892.

No. 15.

MANAGING EDITOR, - - O. W. ANDELIN.  
BUSINESS MANAGER, - - B. S. HINCKLEY.

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## EDITORIALS.

THE Brigham Young Academy has been in existence for sixteen years. During that time she has graduated hundreds of able students now scattered throughout Utah and the adjoining states and territories. Would it not be for the good of all concerned to have an *alumni* association similar to that of other colleges? In this way a closer union between the old and the new graduates would exist and the good of the institution be materially promoted. Also, graduates pursuing post-graduate studies could be assisted in their studies.

We recommend to the consideration of all students of the Academy, the propriety of organizing an association before the close of the year.

THE person who laid the stone steps to the west entrance of the Academy evidently understood but little of his business. The middle step is an inch and a half higher than

the others, and the effect is that unless a person is very careful in going up or down he is liable to fall. Almost every teacher and student has had his turn, and so have some of the members of the board. We glory in no man's pain, but if the mason who built the steps would walk up and down and have a severe fall both ways we would be perfectly willing to furnish linament to heal his bruises.

OUR Summer Normal School to be held next August promises to be the grandest school convention yet held in the territory. Colonel Parker is a teacher whose reputation is national, and justly earned, and his lectures will be interesting and profitable to every teacher in the Rocky Mountain region. Not only to teachers but as well to trustees and boards of education. It has been asserted by some, and perhaps truthfully, that the lack of information on the part of school officers concerning school methods has considerable to do with the slow progress of our education.

Whether this be a just criticism or not, one thing is certain that school officers as well as school teachers should be conversant with the most improved methods.

The advent of Colonel Parker in the Summer School furnishes an excellent opportunity to all to be informed on educational questions. Mr. Parker deals with school management, discipline, methods of teaching the various subjects, and school supervision. Mrs. Parker who, by the way, is said to be an abler lecturer than her husband, gives instructions in the Delsarte theory of expression, elocution, and oral reading. The trustee, the board, the principal and the teacher of every grade can therefore find something in the Summer School to interest and instruct them.

WE have no doubt that the Chamber of Commerce meant well and fully intended to do what it said it would do in regard to the Academy grounds, neither do we doubt that what was intended is not done. Perhaps the



grounds will be decorated, properly laid out in walks, and surrounded by a fence some time in the future, but already the best time for doing the work this year is past. The people now are busy with their spring work.

But we still have hope. There is energy and push enough in Provo, and in its Chamber of Commerce; there is pride enough in its inhabitants to arrange and decorate the campus according to the plans, and though the task may not be accomplished in 1892 it perhaps will be in '93 or the year after.

THE faculty did a very wise thing, when it secured the services of Dr. Gordy to give his course of lectures on "American Political History."

He is pre-eminently a successful teacher and never fails to make himself clear to his listeners. His lectures are profoundly instructive and the beauty of it all is that the facts are not colored by any trace of partisanship. To tell the truth, no matter where it cuts, is his idea of true patriotism.

PRESIDENT ELIOT of Harvard appeared to have a good impression of the people of Utah and her schools. He seemed to be particularly impressed with the good character and stability of the Academy as was shown by his remarks to the students on the 16th inst., the occasion of his short visit to Provo. We are indeed sorry that he could not have remained here at least twenty-four hours, because it would have been a most desirable thing for a man of President Eliot's ability and reputation to have received a thorough knowledge of our system of education and the character of our people, on account of the weight his opinions would have on the minds of the people east. However, he learned enough of our institutions to know, no doubt, that Utah is coming to the front at no small rate and at no distant day she will produce educators and other great men of national character and ability. Many great and noble men are beginning to manifest an intense interest in Utah and her future.

To the mother the child is *her* child, to the school it is *a* child.

*Hailman.*

## VARIOUS TOPICS.

Verily did some of the students of the Academy and some of Provo's citizens enjoy a rich intellectual feast at Dr. Gordy's lectures last week. It is to be regretted that *only some* of the students availed themselves of such a rare opportunity. It is only another proof of the saying, a thing is never appreciated until it is passed and gone. The audience was good, however, and was loud in praise of the able manner in which the lecturer handled his subjects. It is pleasing to note that visits from such men as Dr. Eliot and Dr. Gordy are becoming more frequent. The benefits derived from such visits can hardly be appreciated. We live in an age of improvement, and by an exchange of methods improvement is hastened. It is hoped that the faculty will succeed in obtaining Dr. Gordy's services again, and in the near future; should such be the case, we predict another good time, which will be hailed by all who have the "fire of improvement."

Students on discontinuing school should be particularly careful to show their card or honorable release to their department monitors, and thus avoid their inquiring as to whether you are absent or have discontinued.

A catalogue of the educational works has been made out and is at the disposal of the students, who, by consulting it, will get the No. of the book desired, and make out a check accordingly.

"Is teaching a profession?" I answer, from the teacher's standpoint, emphatically no. It is not even a very good trade. In what profession or what trade but ours does not faithful, successful service year after year, earn if not promotion at least security in the position once attained? Nowhere. Only the teacher, no matter how gifted, is placed on the ragged end of uncertainty every year. In what other walk in life are those practicing a vocation dictated to regarding all the details of their work by non-professional outsiders? Physicians, lawyers and preachers pass an examination once and are not troubled again in their chosen field of labor. But at the end of each year the teacher, regardless of long years of experience and the finest credentials, is examined to see if she has forgotten anything—examined by a board of business men, most of whom never step inside a school-room door, and sum up official duty in two acts of signing warrants and examining teachers.



## THEORY AND PRACTICE OF EDUCATION.

## EXTRACTS

*From Col. Parker's Article in the School Journal on "Responsibility in School Supervision."*

(CONCLUDED FROM PAGE 122.)

## GIVE MODEL LESSONS.

A principal should be thoroughly capable of giving model lessons in every grade in his school and upon every subject taught. Such lessons should practically illustrate the application of the principles of education.

To recapitulate: (1) A principal of a school should have the responsibility of his whole district; (2) he should be given the authority to choose his own corps of teachers, from an approved list furnished by the superintendent; (3) his recommendations should be sufficient to dismiss any one of them; (4) he should be a first-class teacher of teachers; (5) he should be an expert in inspection and examination; (6) he should have the ability to teach every child in the school.

## NOT SEEK UNIFORMITY.

No common school system of any city of the first-class, like Chicago and New York, has yet passed, in its evolution, much beyond the absolute necessary period of material organization. I have said that the basis of material organization is an absolute necessity as an indispensable foundation for the spiritual superstructure, but material organization brings with it as a sort of staging, some necessary evils; evils that are very difficult to eradicate. The greatest evil is the apparent necessity for a rigid uniformity; uniformity in course of study, in methods, and in examinations. In all inceptive steps uniformity is a necessity, no doubt, but a fixed and permanent uniformity means little or no progress in the art of teaching. Such uniformity has the effect of putting all teachers on a dead level; commands, "Keep in the ranks, keep step, wheel and march in line." "If you get out of step, if you move into the line of skirmishes, you are doomed." The law of uniformity makes the whole body of teachers an effective guard against any advance. Freedom and uniformity are incompatible. A young teacher enters the ranks of uniformity, his enthusiasm and zeal in the study of his art carries him over the dead line, and he is shot without judge or jury.

Uniformity may be a necessity in the evolu-

tion of a school system, or any other system, but there comes a time when this rough staging should be torn away. The next period of evolution must be a period of liberty, that liberty so restricted that it will lead to freedom. Merit in fixed uniformity is complete skill in routine duties, a strict compliance with conventional demands, the order that keeps pupils still; the teaching that complies with the letter of a course of study; the drill that passes classes *en blas* from grade to grade; the spirit that humbly bows to dogmatic rules. Under uniformity teaching is a business and not an art. A business is governed by fixed rules; an art by eternal principles.

Think for a moment of a great corps of teachers, each imbued with a divine enthusiasm of study and a firm devotion to the highest interests of humanity; each striving to find more and more of truth and apply it for the weal of the child. Think of each giving freely to all the treasures of truths that he finds, and receiving as freely from all, their discoveries. Under such circumstances we would not have to search with a Diogenes lantern for a first-class teacher.

## IT RE-ACTS ON THE TEACHER.

The striking proof of the deadening work of fixed uniformity is found in the great lack of efficient teachers to fill important positions. But the disciple of uniformity is struck by fear at the thought of breaking through this crystallized ideal and becoming shipwrecked upon the unknown sea of liberty. The United States of America has cast its all in one die, and that is the idea of democratic growth. The genius of this republic is freedom, and the germs of freedom are to be nurtured in the common school. A free people cannot be developed by teaching sunk into uniformity; freedom demands free teachers. "That is all well enough if we had competent teachers, but uniformity is an absolute necessity for the suppression of indifferent teaching," it will be argued. "As we have not the required number of skillful teachers, therefore we must take refuge in uniformity." This argument is well known, even if it is more often thought than uttered. Legislation, rules, regulations, supervision, have been made for the greater part upon a too well founded supposition that teachers are not equal to trust and responsibility. The effect has been to make mediocrity the rule and excellence the exception. The fear that liberty will be de-



graded into license is founded on the supposed fact of unworthiness on the part of teachers.

F. W. Parker.

## LESSONS IN ELEMENTARY PSYCHOLOGY.

### *Phantasy and Imagination.*

BY B. CLUFF, JR.

In our last lesson, found in No. 12 of the *NORMAL*, we finished the consideration of memory. We are now to study Phantasy and Imagination, the next two faculties in the group of representative powers.

Phantasy represents spontaneously our experiences in new forms which seem to be realities. After a hard day's study, I sit in an easy chair before the fire in the grate and cease all intentional thinking. Immediately my mind drifts into the land of reverie. Scene after scene with varied beauty passes before me. A beautiful lake appears surrounded by groves of tall trees whose branches bend down almost to the water's surface. Here and there upon the lake a boat is seen gliding noiselessly along, and the merry laughter of happy young people ring out upon the water. The sky is clear, the air is pure and fresh and all is lovely. Just as the scene is at its highest point of beauty, a knock at the door arouses me, and it rapidly fades away. Then I know that I have day-dreamed. This is phantasy. From the stock of knowledge furnished me by memory I have woven a new whole more beautiful perhaps than anything real.

We know that these products of phantasy—phantasms—are not memories, for self, as memory reproduces past experiences unchanged. We recognize our recollections as past experiences; we recognize phantasms as the mere creations of the mind.

*Definition of Phantasy.* Porter defines phantasy as the power to bring before the mind images severed from all relations. Baldwin says: "Phantasy is the capability of self to represent spontaneously his experiences in new forms called phantasms."

*Office of Phantasy.* Phantasy gives hints to memory, imagination and thought. Many inventions and projects of which the 19th century is so productive have been suggested by phantasy. Phantasy is the restive faculty of the mind, and is sometimes called the "safety valve of the soul." Intentional mental effort wearies. Phantasy seems to occupy other faculties than those used in intentional effort, and the latter rest. In phantasy the soul drifts, with no particular course to pursue and no particular place to reach.

This power is capable of cultivating but beyond a certain point it weakens rather than strengthens the mind. It is invaluable, however, to imagination, and so indirectly to the thinking faculties; but, as a certain amount of rest refreshes and strengthens the body and too much weakens or enervates it, so phantasy up to a certain point acts beneficially upon the whole mind, but used to excess it renders the mind almost incapable of strongly directed effort.

[TO BE CONTINUED.]

## A LESSON IN GRAMMAR.

BY ELLA M. POWERS, Somerville, Mass., (*In School Journal.*)

A teacher's duty is not fully performed unless the pupils comprehend the full meaning of everything they learn. No one can thoroughly learn a piece of work unless he is compelled to do it himself. Many teachers all over our country are doing work which the pupils might accomplish.

Step into our grammar schools and you will hear a teacher say: "For the lesson in grammar tomorrow, you may write the sentences on paper and bring them to me for correction."

The next day the stack of papers, well-written and carelessly written, are solemnly collected and placed high on the teacher's desk; these she marks with the blue pencil, during the recess, noon hour, or at night, giving precious moments, even hours, to a labor that is productive of no better results on the parts of the scholar, no greater satisfaction to the teacher, and to what end?

The next day, after being distributed, they are joyfully consigned to the waste basket by the pupils.

Correcting papers in this way is one of the needless tasks teachers impose upon themselves; it is senseless drudgery, frankly; the end gained is zero. If the time thus spent on corrections were spent on individual attention among the dullards, more satisfactory results would follow.

In many instances it has not occurred to these teachers that the members of that grammar class could be taught to correct them. They might be exchanged and intelligently studied and corrected by every one. The advantage of this is evident, for much thorough study of arrangement, capitalization, punctuation, spelling, and paragraphing is necessary on the part of the pupil. The sentences could be properly written on the blackboard, and each correct his own in the class; reasons for the correct form can then be given.



Some day organize a "Grammar Battle." Let the class choose sides, having appointed a captain for each army.

Give them sentences for correction, parsing, analyzing, or to illustrate punctuation or capitalization, and credit each side at the close of the recitation with the number of correct sentences.

The victorious side will have the greatest number of correct sentences.

Whatever is done in that grammar class, let all corrections be done on the spot.

Pupils learn to do by doing, and do not deprive them of a benefit, for it neither improves the intellect nor the disposition of the teacher to correct twenty or thirty papers each evening.

Had each member of the class one paper to look over, study and correct, the benefit would have been lasting; far more good would have resulted than the good they would otherwise do by contributing so much valuable matter to the waste basket.

### NOTES

#### *From G. Stanley Hall's Lecture on Health of School Children.*

There is no institution that controls the minds and bodies of so many people as the modern school. There may, therefore, be some justification in the remark of Tolstoi that the school is bringing upon the world a race of sickly people.

We cannot lay too much stress on the environment of the child. The natural child is active, and when we bring him into the school-room and make him sit still, the average child tends to become anæmic. The first school days are particularly critical for a child. The diseases that are distinctively school-bred are anæmia, diseases of the eyes, curvature of the spine, and troubles of the lungs, stomach, and circulation. In Berlin one-third of the pupils are found to have diseases of the eye.

The school is more important for the health of the child than the home, and ought to be a palace of health. The school-house should be on natural and not made ground, and away from anything that would contaminate the place. The surface should not be of brick but of earth, and a hedge is better than a wall. There should be sheds for children to play in on rainy days. The whole building should have a cellar freely ventilated.

The walls should be strong enough to add another story if necessary. In the German states there is much legislation as to the heights

of floors above the ground, and the avoiding of joints and corners to hold dust. Stairs are in general forbidden to be circular, and must be broken by frequent landings.

As to the arrangement of windows, there is no agreement, but in general it was the rule to have them at the south and west. No light should be in front of the child or directly behind or at the right. In some states no building is allowed to be nearer a school-house than twice its height; for it is held that every child should be able, from his seat, to see a little of the sky. No one system of heating or ventilation can be said to be better than any other.

As to heating there is no perfect system. It is held in some of the German states that each child should have three square meters in the play ground, and in Leipsic the space in the school-room required for each child is one and two-thirds meters.

Before the publication of Dr. Barnard's book, the seats in our school were incredibly bad. We used to range the desks around the wall with the pupil's backs to the center of the room. The conflicting interests of the taxpayer, the teacher, the carpenter, the doctor, and the child, have rendered it almost impossible to get a good seat. The foot should rest squarely on the floor, with a slanted foot-board in front. The seat should be slightly lower than the length of the leg from the knee down. It used to be thought that the edge of the seat should be two inches beyond the edge of the desk, but that has been changed, and it is now put two inches under. There have been many mechanical devices to keep children in a proper position, such as neck clamps, a face rest, and rods across the chest. Some of them are ridiculous.

That mental growth which enables the mind to lay hold of the next problem with a stronger grip and a clearer understanding than it possessed in the last one is of more value than the mental power (?) which runs a list of dates or events clear back into oblivion.

That kind of education which consists of a readiness, on the pressure of an automatic spring, to gush forth rules, cautions, dates, names of gulfs, bays, capes, small blood vessels, and bone, whose form and use are scarcely imagined, in our disconnected jargon, is the kind of education that sends men to lunatic asylums in their vain attempts to turn it to some practical purpose in life. And the probable reason that the teacher didn't precede them in this direction was the fact that he used the text book and didn't actually learn the work himself. We are not, as a rule, educat-



ing our pupils for doctors, teachers, lawyers or preachers. Nine-tenths of them will go out in pursuit of the practical every-day interests of life, and will have little occasion to know or care whether Balboa discovered the Pacific Ocean in 1513, or the year after the flood; whether the rivers of South America are longer or shorter than those of North America; whether the brain weighs fifty ounces or ten pounds.

*J. M. McConnel, in School Journal.*

### **CHARACTER IS THE THING SOUGHT.**

For a child to read and write fluently, spell and cipher correctly, know all the bays, capes, and rivers of the world, will not insure his prosperity, happiness, or peace of mind. The school is responsible for intellectual discipline, not for the sake of such discipline, but for its effect in domestic, social, industrial, and professional life. Nor are these the real ends in view of education. They are but incidental to higher ends. Character is the thing sought—character in its broadest, highest phases, character upon which a man can bank in time and eternity. The school must do all its work in such a way as to develop incidentally, but affectually, all the essential negative and positive virtues. It must be easier for a boy from the schools to be sober, industrious, honest, upright, virtuous, than it would have been otherwise. The tendency in his life must be away from personal abuse, social demoralization, physical neglect, idleness, and political vagabondism. It must help him to endure hardship, acquire patience, cultivate hope, attain peace of mind and buoyancy of spirit. We do not teach discipline for its own sake, but for the results of discipline in every-day life, in every sphere of life.

#### **THE MOTIVES WHICH SHOULD BE APPEALED TO.**

Dr. Larking Dunton: We must begin with the child as we find him, a pretty selfish little lump of humanity. We must bear in mind, too, that to be of use to others he must become a man of wisdom and power; hence, he must at once be made active. Hence, an appeal must be made at first to such motives as will move him to the doing of what he ought to do. His curiosity is to be aroused, his love of the wonderful and the strange is to be excited, his desire to be and do like others is to be stirred, and if need be his fears are to be appealed to. In a word, he is to be made to practice the virtues of civilized life from the start. Among the most important of these

virtues which the school should strive to inculcate are regularity, punctuality, silence, industry, benevolence, and obedience. Let the pupil's moral training begin with the practice of these and similar virtues. Secure this by the use of the highest available motives, but secure the practice of these virtues.

If they are constantly observed the very observance will create a tendency of the mind to continue the practice. If, now, this tendency is reinforced by the presence of higher motives the necessity of the lower motives will be correspondingly diminished. Hence the need of awakening the higher motives. This can only be done by imparting such knowledge of the effects of conduct as alone has the power of quickening the conscience. And here we may learn much from the young mother. Would she make her child feel the power of moral obligation to refrain from a course of conduct, she shows him the bad effects of the same. This is the universal law. A knowledge of right or wrong in conduct is gained through the perception of the effects of conduct.

The true method of giving moral training, then, as I see it, is to secure the right conduct of the child through the use of such motives as he can be made to feel; then to replace lower motives with higher as fast as the habit of doing the right and the development of higher motives will allow, until, finally, the supreme, the all-controlling motive of the pupil is the power of the sense of duty arising from an enlightened intellect.

*Journal of Education.*

"Nothing is so fatal to orderly government as inharmonious action on the part of those who govern."

Methods should be so as to develop truth, respect for authority, fidelity to the end, and recognition of consequences.

*School Journal.*

"The longer I teach, the more I am inclined to believe that many of the faults committed by children are in the first place suggested or provoked by myself."

Professor Graham was right when he declared, "We must aim at character; the best the school can do is to make virtuous men and women out of children."

"Some of the western papers are beginning to see the folly of addressing all school men, whether principals of grammar schools or state superintendents, as 'Professor.'"



## LITERARY.

The following oration received the second prize at the late contest.

### AN ADDRESS TO THE DEFENDERS OF ZION.

*Mr. Chairman, worthy judges, ladies and gentlemen:—*

One of Zion's ablest vindicators has said:

"Up, awake ye defenders of Zion,  
The foe's at the door of your homes.  
Let each heart be the heart of a lion,  
Unyielding and proud as he roams."

And another of her brave sons has written:

"Neath her oppression and wrongs  
Zion in sorrow doth mourn,  
In the dust kneeling,  
So humbly appealing;  
To heaven her petition is bourne.  
Still by the faithful is heard a glad voice,  
Causing their souls in the gloom to rejoice:—  
'I am still watching o'er thee;  
Darker the storm clouds still lower,  
Fiercer the enemy grows;  
All human power  
In this dreadful hour  
Seems helpless to lighten our woes.  
Dried are the tear drops and hushed is the sigh  
Still from above comes that cheering reply,  
'I am still watching o'er thee."

For more than half a century our worthy sires have fought assiduously in this great battle which still is gaining hopes of victory as the cadets of our academies are commissioned to lead forth re-inforcements into the field.

We doubt not that our cause is just for we are on the side of right. We believe our conflict is sacred for we are on the side of defense. We know that our struggle is a mighty one for the world is arrayed against us; and as an indisputable evidence that our contest is responsible and sanctioned by the Lord of Hosts, I have only to point your memories back to the great Aaron of the nineteenth century. He was the unrivaled orator of the church. He was the special spokesman of a prophet. He was the mighty mouth-piece of God. The echoes of his eloquence still ring in our ears; yet notwithstanding, his superlative strength in the power of speech, the Great God of heaven spoke to him in warning voice to not suppose that he could say *enough* in defense of this great cause.

Beholding then the justice, the holiness, and the greatness of our undertaking, shall we not buckle on Jehovah's armor with undaunted hearts to vanquish every foe? Or shall the sight of the unnumbered hostile hosts strike terror to our ranks, and their shivering weapons dim our eyes? No, *never!* for our conquest comes not by the number of our men, but by the perfection of our equipments.

This war is not as former wars have been, for we "wrestled not against flesh and blood but against principalities, against powers, against the rulers of the darkness of this world, against spiritual wickedness in high places;" and our weapons, especially prepared, are the "armor of God," the breast-plate of righteousness, sandals of the "gospel of peace," the "shield of faith," the "helmet of salvation," and the "sword of the spirit."

This indeed is a panoply. Union now is all we lack, for the great COMMANDER IN CHIEF has ordered that "except ye are one ye are not mine." Unity we must obtain and cherish, and we are an impregnable phalanx of invincible belligerents.

Is fear found now within our ranks? Have we a pale and trembling Lara yet among us? If one there be let him spur his courser from the field. Have we a treacherous Arnold scheming for our destruction? If so let him sail to the land where the spirits are more congenial.

"Oh, who would shrink from the glorious strife?  
With so dazzling a guerdon in view?  
Who so base as to herd with the traitor?  
It sparkleth not, dastard, for you."

No reluctant men we want, but willing hearted volunteers.

We call upon every sympathizing soul to lend his aid for right. From the tottering monuments of longevity to the innocent specimens of youth and from the masculine strength of Zion's giants to the feeble effort of her weakest child.

Every aged, trembling father can be a mighty Moses sitting on the hill with uplifted hands to heaven that Israel might prevail. Every loving mother can be a faithful Ammonite to rear her sons for the ranks of Helaman's invulnerable striplings.

Every sister and daughter can be a noble queen to sit on Esther's throne and proclaim a solemn fast when danger grows apparent.

Every brother and son can be a daring David whose indignation burns when the proud challenge of a haughty giant defies the armies of Israel's God. Every infant can be a pious Samuel, breathing a humble prayer to the Great Creator and the downfall of the heedless Eli will surely follow their infant predictions.

Truly such an army was never known; such a power was never felt: and such a victory as soon is ours was never achieved by the bravest men.

Fear not, comrades, the sign of victory has long since been given. Gideon's fleece has already been found dry and later it has been picked up and wrung.



The ground has been drenched with the blood of our martyred prophet and patriarch; of Patten and Standing; of Berry and Gibbs; but the fleece was as destitute of moisture as their characters were free from crime. Again the fleece has been saturated by the tears of Israel's weeping wives and widows, while the surroundings were as dry as the eyes of their relentless oppressors.

When and how shall we avenge that crying blood?

How and when shall we satisfy those petitioning tears, and apply nepenthe to those broken hearts? A tame submission to these evils will be nothing less than tearing down the bulwarks of our own erection.

God has placed within our easy access a weapon strong and effectual by which we can avenge their wrongs, by which we can redress their suffering. Prepare for the affray. That weapon is *prayer* and the fight is to *pray for those that spitefully use you*. What shall we say then to these things? Only this, "If God be for us who can be against us?" Already do we behold in the midst of that truth-crushing throng, a learned Gamaliel slowly arising, his features stamped with the solemnity of the hour, his voice tremulous with the truth he is about to utter, he quells the raving passions of the council as he thus speaks:

"Take heed what ye do as these men, for if this council or this work be of man it will come to naught, but if it be of God ye cannot overthrow it lest haply ye be found even to fight against God."

My fellow defenders, will the future fame of our victory repay our present fate? Can we hope the glory gained by our conquest to recompense our present gloom? Are we assured the coming honors of our triumph will reward our present humility? Yes, without the possibility of a doubt. Why, the fame of great Napoleon will fade in the radiance of our widespread victory. The glory that rested once on Rome will grow dim in the brilliancy of our unlimited conquests. The honors of the American Revolution will gaze with dazzled eyes on the effulgence of our universal triumph; and we will stand second in fame and glory and honor only to the Redeemer of the world.

"Then arouse thee, beautiful Zion;  
Wake, wake! 'tis the warden's deep cry;  
The season of slumber is ended,  
And the spoiler is watchful and nigh."

The degree of doctor of philosophy is now open to women at Yale.

"The teacher of all people must face the rising rather than the setting sun."

## SPRING.

BY H. M. W.

Spring, beauteous spring, with lap of green,  
The voice of laws eternal, on the gale,  
Has called thee forth with silv'ry sheen,  
To shed thy radiant beams o'er hill and vale.

We welcome thee with tears of joy,  
And sense in volumes, thoughts beyond the reach  
Of language; for they e'en employ  
Emotions all unknown to human speech.

What joy finds place within each breast  
Unknown or known to trials deep and rife,  
When first thine advent is confessed  
By slumb'ring nature, teeming now with life!

Now slow unfolds the shadowed east;  
Night's curtain falls before the rising day;  
Troops of gay children, for a feast,  
Come out to breathe the fresh, sweet air, and say:—

"O happy morn! whose joy-shed tears,—  
Whose beauties ever shall to mem'ry cling,—  
Thou chas't away all doubts and fears,  
Sweet, tender-hearted child of buoyant spring!"

The lark soars high to welcome thee,  
Bursts into song and flies with joy away;  
And robin pipes his morning glee  
Upon the topmost twig at break of day.

Yet winter, thou with hoary hair,  
A parting touch of thy cold hand we feel,  
And say farewell! to linger where  
A sweet serenity over all will steal

Full many days of happiness  
We've spent 'mid homely comforts near thy side.  
Though cold thy smile, yet we confess  
No time can quite surpass thy Christmas tide.

So laugh and sing, let flow'rs bloom,  
Or list to nature's song of sweet delight;  
Drive from thee ev'ry trace of gloom,  
Nor wish for fairer or sublimer sight.

So spring has come with wonted mirth,  
Expressed in songs of birds, in rippling stream,  
In ev'ry flower; from wak'ning earth,  
Dame nature, smiling, wakes from her long dream.

## NICKLE-IN-THE-SLOT HOT WATER.

In Paris they now have stands in the streets, a faucet projects from the structure, and under it is a place to set a pail. Near the faucet is a slot, large enough to admit a copper five centime piece, and beside the slot is a button. To use the apparatus, a pail is set in the appropriate place, a five centime piece, equivalent in size and value to the old-fashioned copper cent, is dropped into the slot, and the button is pushed; whereupon a jet of steaming hot water issues from the faucet, and runs until nine quarts have been delivered, when it stops. It may be imagined that in a district thickly settled with poor families, the cost of hot water so obtained is much less than it would be if a fire were kept in the cooking stove to heat it, and the house-keepers who would otherwise have to do their washing with cold water must bless the inventor. The apparatus has, however, another use. It is the custom in Paris



for hackmen to keep "bouillottes," or cans of hot water, in their carriages in cold weather, to warm the feet of their patrons, and it is often troublesome and expensive for them to get the water renewed as it cools. By means of the new kiosks, the bouillottes may be replenished with the smallest trouble and expense, to the great benefit of the drivers. The interior of the kiosk is partly occupied by a coil of pipe, within which is a gas burner, for heating water rapidly. The coil communicates with the city water supply, so that the water drawn through is always fresh. The gas is not wasted by being kept burning all the time, but is lighted by the pressing of the button, which also opens the faucet, and the automatic closing of the faucet, and turning off the gas, after the pailful of water has been delivered, are effected by simple devices.

### THE QUEST.

I went forth seeking pleasure,  
Out with the world's gay throng  
I said, it was the pleasure  
For which all hearts do long.

And down the crowded highways,  
Where hurrying footsteps ring,  
In every secret by-way  
I sought the phantom thing.

I searched o'er land and waters,  
"Where can't pleasure find?"  
I asked earth's sons and daughters,  
Each was of different mind.

I sat me down despairing,  
With work I filled the hours,  
No longer thinking, caring,  
For pleasure's fairy bowers

When lo! one day above me,  
Smiled down two eyes of blue,  
Quoth pleasure: "Since you love me  
I'll come and dwell with you.

Who seeks for me—I fly him!  
I never will be caught.  
But I will linger by him  
Who toils and seeks me not!"

*Ella Wheeler Wilcox*

"The foundation of all virtue and worth is the ability to cross one's inclinations and follow the dictates of reason."

"Ventilation in cold weather is more important than in warm, though there is a queer idea that cold air is pure air."

All reflecting persons are coming to feel that unless schooling makes pupils morally better, purer within and sweeter, kinder, stronger in outward conduct it is unworthy the name. Culture comes next; by which is meant the power to apprehend and relish the beautiful in conduct, in art and literature, and in nature. Education must enrich life, not enlighten it merely.

*Public Opinion.*

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## REVIEWS.

**"THE WONDERLANDS OF THE WILD WEST,"**

a highly interesteng work, was presented to the Brigham Young Academy with compliments of the author, A. B. Carlton, the late Chairman of the United States Commission for Utah.

It contains sketches of the Mormons; treats of some of the principles of the Mormon Church as understood by him—a non-Mormon—and as understood and believed by the people. He speaks in glowing terms of the grand old mountains, the picturesque canyons, and the beautiful valleys of Utah; of the kind and courteous treatment of the Saints toward him in all his travels.

By even a hasty glance through the book the reader comes to the conclusion that the author has a copious and choice vocabulary, and one is charmed by the many excellent quotations and spicy sayings.

The book, I think, is written without prejudice and will do a great deal of good among non-Mormons, and even among the Latter-day Saints; for it contains numerous interesting events both historical and ecclesiastical.

"Three things should be kept in mind. First, the child as he is, with all his graces and faults; second, the ideal person, which through correct training he may become; third, the means for transforming the undeveloped or faulty child into the ideal person. He must teach the coming citizen to stand erect, physically and morally, and look the world square in the face. When this is accomplished, his education is more than half completed."

"Do not notice everything that takes place in the school-room."

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